

# FAMILIES AS PARTNERS

## SUPPORTING TEACHING AND LEARNING AT HOME

### RELATIONSHIPS

### SELF-ASSESSMENT SUPPORTING FAMILIES WITH REMOTE/HYBRID LEARNING

*This resource focuses on supporting educators' capacity to transition effective partnering practices used in traditional formats into remote/hybrid learning environments. What areas of partnership are you accessing? What areas could you work to improve? Use this tool to self-assess your current practices.*

**DIRECTIONS:** Rate yourself on a scale from **1 - "Haven't thought about yet/Not a priority"** to **5 - "Successfully Implementing the Plan."** Use the pages of this workbook to help you complete this self-assessment. A sample scenario is provided under each statement to provide additional context. If the sample scenario is not applicable to your role, consider a scenario that is the most relevant. Responses should reflect a remote or hybrid learning environment and not traditional face-to-face practices. After assessing yourself, total the points earned in each section to determine the areas of family partnership that may require extra attention or additional support.

**1**

HAVEN'T THOUGHT ABOUT YET/NOT A PRIORITY

**2**

CONSIDERING HOW TO PRIORITIZE THE CHANGE NEEDED

**3**

IDENTIFIED PRIORITY/ DEVELOPING A PLAN

**4**

IMPLEMENTING A PLAN

**5**

SUCCESSFULLY IMPLEMENTING THE PLAN



#### COMMUNICATION & FEEDBACK

##### 1. "My communications are **EXPLICIT**."

☐

When students are in class, it is easy to verbally articulate messages to share at home. Remotely, I still provide key communication that is clear, to the point, and personalized.

##### 2. "My communication tools and structures are **CONSISTENT**."

☐

In the classroom, assignments and due dates are clearly listed on the front whiteboard. In the remote/hybrid setting, I have a single location families can easily access to view key due dates and deadlines.

##### 3. "I seek feedback to **ADAPT** practices."

☐

In a remote setting, it is critical educators adapt traditional practices. I value feedback from students and parents and adjust protocols, expectations, and instructional practices based on input.



#### ROLES & RESPONSIBILITIES

##### 4. "I provide **EXPLICIT** information about stakeholders' roles."

☐

Prior to remote learning, I discussed academics with families. Now, families support students in completing lessons daily. I have provided guidance to families about this new role.

##### 5. "Requests related to caregivers' support are **CONSISTENT**."

☐

In a traditional setting, families have less involvement in daily learning. The support I request from families is age-appropriate, reasonable and consistent.

##### 6. "I **ADAPT** partnership practices."

☐

Every students home support structures are different. In a remote setting, I seek feedback from families and adapt my expectations, plans, and instruction.



#### WELL-BEING STRUCTURES

##### 7. "We provide **EXPLICIT** information related to wellness."

☐

Social-emotional and physical wellness challenges have increased during the Pandemic. We prioritize well-being and build awareness related to programs.

##### 8. "Our focus on culture and community is **CONSISTENT**."

☐

Districts implement structures to support social-emotional learning, climate and culture. Our district continues to value these priorities and ensure families are welcome partners.

##### 9. "We **ADAPT** wellness structures."

☐

In a traditional setting, teachers are able to effectively identify many student needs through observation. In a remote setting, I build in new systems to gather information related to students' needs.

#### RELATIONSHIPS ASSESSMENT SCORE


☐

/ 15 POINTS


☐

/ 15 POINTS


☐

/ 15 POINTS

=

#### TOTAL

☐

/ 45

# FAMILIES AS PARTNERS

## SUPPORTING TEACHING AND LEARNING AT HOME

### ROUTINES

### SELF-ASSESSMENT SUPPORTING FAMILIES WITH REMOTE/HYBRID LEARNING

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SUCCESSFULLY  
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PLAN



#### ORGANIZATIONAL & STUDY SKILLS

##### 1. "I am **EXPLICIT** when teaching organizational/study skills."

☐

Executive function skills are increasingly important, in a remote setting. I build family awareness of age-appropriate time management, study skills, and organizational strategies.

##### 2. "Our team/building reinforces **CONSISTENT** study skills."

☐

In a remote setting, consistency across classrooms is increasingly important. To support caregiver partnerships, we leverage common time management, study, and organizational strategies.

##### 3. "I **ADAPT** instructional tools."

☐

In a traditional setting, I flash the lights to support students with time management. In a remote environment, I identify executive function supports that will be effective and provide related tools and instruction.



#### SUPPORT STRUCTURES

##### 4. "I provide **EXPLICIT** information about student support structures."

☐

Many families work outside of the house and cannot provide direct support during the day. I provide information and suggestions related to student support structures.

##### 5. "My students and families have **CONSISTENT** access to support."

☐

In a traditional setting, my students can access support during study halls. In a remote setting, I establish virtual office hours and encourage families to check-in with students about school daily.

##### 6. "We **ADAPT** support structures."

☐

In remote learning, often students perform more work independently (asynchronous learning). I have developed new support strategies to assist students and caregivers when they have questions.



#### ATTENDANCE & ENGAGEMENT

##### 7. "We communicate **EXPLICIT** protocols and expectations."

☐

In a remote setting, attendance is not based on physical presence at school. We communicate new expectations, procedures and protocols related to attendance and academics.

##### 8. "We distribute **CONSISTENT** personalized communications."

☐

Families value timely and personalized information related to attendance and academics. I provide families with understandable and actionable information.

##### 9. "We **ADAPT** district protocols."

☐

Remote learning, presents difficulties for families. Work, daycare, and technology can create challenges. Our district has adapted expectations and protocols to address remote learning and family needs.

### ROUTINES ASSESSMENT SCORE



/ 15 POINTS



/ 15 POINTS



/ 15 POINTS

=

### TOTAL

/ 45

# FAMILIES AS PARTNERS

## SUPPORTING TEACHING AND LEARNING AT HOME

### RESOURCES

### SELF-ASSESSMENT SUPPORTING FAMILIES WITH REMOTE/HYBRID LEARNING

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#### LEARNING ENVIRONMENT

1. "I provide **EXPLICIT** suggestions related to students' work areas."

In a traditional setting, I establish classroom expectations related to workspace and supplies. I define similar remote expectations and suggestions.

2. "Our building has **CONSISTENT** workspace expectations."

Students' home environments and technology access varies. We establish common expectations related to workspace that are responsive to these differences.

3. "We **ADAPT** workspace protocols."

Students' home environments and technology access varies. We provide tools to students to support them in establishing effective environments and adjust expectations based on students' individualized needs.



#### INSTRUCTIONAL TOOLS

4. "I provide **EXPLICIT** information about instructional tools."

It can be overwhelming for families to login to, navigate, and organize numerous print and digital resources. I provide students and families with concise information related to tools.

5. "Our building has **CONSISTENT** instructional tools."

It can be overwhelming for families to login to, navigate, and organize numerous print and digital resources. Our building has adopted a limited number of instructional tools.

6. "We **ADAPT** instructional tools."

Tools that work well in the classroom do not always work well in a remote setting. Our district has considered families' needs when selecting instructional tools for use in this environment.



#### TECHNOLOGY TOOLS

7. "We provide **EXPLICIT** information about tech support structures."

It can be overwhelming for families to use district devices, hotspots, web conferencing solutions, and applications. We provide families with technology support contacts and strategies.

8. "Our building has **CONSISTENT** technology tools."

It can be overwhelming for families to use district devices, hotspots, web conferencing solutions, and applications. Our school has standardized on specific technology tools.

9. "We **ADAPT** and address equity."

Children have inequitable access to technology. We develop plans to minimize those differences, deploy district technology for use in homes, and implement paper-based alternatives.

RESOURCES  
ASSESSMENT  
SCORE

/ 15 POINTS



/ 15 POINTS



/ 15 POINTS

=

/ 45

# FAMILIES AS PARTNERS

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## SELF-ASSESSMENT RESULTS

After completing the full assessment, tally your results below to help you identify areas for growth. What section did you score the highest in and which areas should you focus on to foster improvement? Use these results to develop an action plan and spark collaborative conversations. Next steps for success can be recorded in the workspace below. Additionally, check out the subsequent pages to review recommended actions and resources to support practice refinement. More resources can be found online at [www.eteachny.org](http://www.eteachny.org).

### RELATIONSHIPS



COMMUNICATION  
& FEEDBACK



ROLES &  
RESPONSIBILITIES



WELL-BEING  
STRUCTURES

RELATIONSHIPS  
TOTAL

### ROUTINES



ORGANIZATIONAL  
& STUDY SKILLS



SUPPORT  
STRUCTURES



ATTENDANCE &  
ENGAGEMENT

ROUTINES  
TOTAL

### RESOURCES



LEARNING  
ENVIRONMENT



INSTRUCTIONAL  
TOOLS



TECHNOLOGY  
TOOLS

RESOURCES  
TOTAL

FAMILIES AS PARTNERS

## MY NEXT STEPS FOR SUCCESS

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